

Standard: 7 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand: Interpretive Interpersonal Presentational		
<u>Essential Question(s)</u>	<u>Enduring Understanding(s)</u>	
Content Statement(s)	CPI #	Cumulative Progress Indicator(s)
<p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>	7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
	7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
	7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
Instructional Focus Examining ecotourism in target language countries		
Performance Assessment Task YouTube Goes Green! YouTube and TIES (The International Ecotourism Society) are sponsoring an international contest to promote ecotourism to teens and young adults around the world. They are hoping to impact how families go on vacation. The winner of the contest will receive an all expense paid trip for a family of four to an ecotourism destination. Design a multimedia-rich ad campaign to promote ecotourism in a country of your choice.		
Instructional Strategies		

[Click here for suggested input strategies.](#)

▪ **Interpretive mode:**

Provide students opportunities to practice the interpretive mode through reading, listening and viewing authentic materials as related to ecotourism.

Students:

- Read [websites](#) related to ecotourism.
- View [ads and commercials](#) about ecotourism.
- Gather information about ecotourism in the target culture by connecting with a [target language classroom](#).
- Interpret online or print [tourist maps](#).
- Gather information about the weather at selected ecotourism destinations by interpreting [weather maps](#).

▪ **Interpersonal mode:**

Provide students opportunities to interact with classmates locally and globally to find out about ecotourism.

Students:

- Compose a [class email](#) to solicit information about ecotourism.
- Complete a [Chalk Talk](#) about ecotourism.
- Complete an informational gap activity related to [weather](#) in different ecotourism locations.
- Complete an informational gap activity related to [tourist activities](#) in different ecotourism locations.
- [Share](#) information learned through interpretive tasks.
- Connect with a target language classroom via [an email exchange or Skype](#) to exchange information with peers of the target culture about ecotourism.
- Debate [“What is ecotourism and what isn’t ecotourism?”](#) Provide explanations for their responses.
- Participate in [role plays](#).

▪ **Presentational mode:**

Provide students opportunities to share knowledge in the target language related to ecotourism for a real purpose to a specific audience.

Students:

- Create a [Venn diagram](#) “Traditional tourism and ecotourism.”
- Post information gained through reading of articles/websites, viewing commercials/video clips on an educational/social community website such as [wikispaces](#), [epals](#), or [thinkquest](#).
- Use digital tools such as [doodle](#) to complete [a survey](#) about ecotourism posted on an educational wiki.
- Create an electronic poster promoting ecotourism.

- Make an itinerary for their family based on the family's interests and ecotourism activities available at the selected destination.
- Make a [packing list](#) for a vacation based on the weather and planned ecotourism activities.

Hyperlinks:

Essential Questions:	Enduring Understandings:
<p><u>Interpretive:</u> <u>6-12:</u> What comprehension strategies do I use when I don't know all the words that I hear and read?</p> <p><u>Interpersonal:</u> <u>6-12:</u> What can I do to keep the conversation going?</p> <p><u>Presentation:</u> <u>6-12:</u> How do I make my message understandable and interesting to my audience?</p>	<p>I will understand that...</p> <p><u>Interpretive:</u> <u>6-12:</u> I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</p> <p><u>Interpersonal:</u> <u>6-12:</u> If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</p> <p>I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, "The place where I buy stamps" for "post office."</p> <p><u>Presentation:</u> <u>6-12:</u> The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</p>

Suggested input strategies:

K-W-L Chart Put a KWL Chart on the board or overhead/LCD projector. Students should have a blank copy of their own. Have them complete a TWPS (Think-Write-Pair-Share) activity. Put the ecotourism on the board/projector. Ask them to think about what comes to mind. Students write down their thoughts and what they want to know. Put students in pairs and ask them to share their charts. Then as a class, fill out the KWL chart.

Venn Diagram

- Provide pictures of tourism and ecotourism. Students describe both pictures and identify similarities and differences. Allow students to compare descriptions.
- Use the Venn diagram to compare and contrast specific aspects traditional tourism and ecotourism.
- Help student to investigate what ecotourism is in the United States and what it is in the target culture.

- Students may contribute to the Venn diagram individually, in pairs, in small groups or as a whole class.

TPR is an effective strategy to make language understandable to novice students. Enhance TPR through use of visuals and miniature representation of items.

Magic Box Put culturally authentic pictures or miniature items representing ecotourism items and practices in a magic box. As a student blindly selects an item from the box, hold it up and tell students what it represents. Describe its color, texture, material, size, and use. Ask students questions related to the object. Spiral questions to include ones that require yes/no, either/or and short responses.

Suggested interpretive activities:

Websites Go to <http://delicious.com/srajuradomoran>. On the right side, look for the word tags. Websites have been bookmarked by categories: what is ecotourism, ecotourism destinations etc. Use these sites to get more information on ecotourism or have your students explore them.

Ads/commercials/videos Go to www.youtube.com. Search for ecotourism in the target language. There are at least nine different categories. Select videos that contain visuals and text that will assist students in understanding the message. Be sure to view all videos from start to finish before sharing them with the class.

Tourist maps

At <http://www.lonelyplanet.com/>, you can find interactive tourist maps. After the students have researched some possible locations for an ecotourism vacation, have them go this website and type in their chosen destination. Once the map appears click on a destination. A window appears. Click on read more. There, the student can get more information about their destination. An example of one in Costa Rica can be found at <http://www.lonelyplanet.com/maps/central-america/costa-rica/>. Once they find out what activities are available, they can answer the questions “Are there activities that can be considered ecotourism activities. Why or Why not? Students should justify their answers. They can then a) make an ecotourism travel itinerary or b) pretend that they are working for an ecotourism agency. The assignment is to revise the tourist activities map to include a selection of ecotourism activities for tourists of all ages, families and non families.

Weather maps

Use the image tab search “forecast” in a target language search engine to locate weather maps. An example of a weather map appropriate for novice level French students can be found at <http://meteo-en-france.previmeteo.com>. Check for understanding while providing additional input in the target language. Spiral questions by starting with yes/no, either/or and short responses then move to open ended questions. Sample questions include: Is it cloudy in the center of France? Is it sunny or cloudy in the center of France? What is the weather like in the southeastern part of France? Once you cover basic weather questions, talk about ecotourism by asking the students to generate a list of ecotourism activities that can be done based on the weather. They can pretend they are working for an ecotourism agency and their assignment is to have a list of activities ready for clients based of their weather travel preferences. They can then role play. One student is the travel agent while the other is a finicky client who wants information on ecotourism, but only for specific weather (i.e. hot weather, cold weather etc.).

Suggested interpersonal activities:

Class email

Use a graphic organizer to help students brainstorm ideas for the class email. This can be just words, lists or phrases that they think should be in the email. Let them fill out the organizer individually, then in pairs and share information to gather more ideas. Then, have students use their organizers to help write a class email. Using an LCD projector, put a blank word document on the screen. Have students share their ideas with you and type them into the document as you go along. You can then cut and paste it into an email (or send a traditional letter). You can also print out the email and give copies to the students or post the email on a class wiki.

Chalk Talk

Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop projects or solve problems. It can be used with any group. Because it is done completely in silence, it encourages thoughtful contemplation and gives timid students a chance to be heard. Middle level students love the activity. It's the quietest they'll ever be!

Process:

- Briefly explain that chalk talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. Students may comment on other people's ideas simply by drawing a connecting line to the comment. After students have experienced chalk talk once, the teacher may choose to begin by putting finger to lips in a gesture of silence prior to beginning the activity.
- Write a topic or question related to school life on the board.
- Hand a piece of chalk to everyone, place many pieces of chalk at the board, or randomly hand several pieces to students.
- Students write as they feel moved. There are likely to be long silences. This is natural. Allow wait time before choosing to end a *Chalk Talk*.
- How the teacher as facilitator decides to interact with the *Chalk Talk* influences its outcome. The teacher may: stand back and let it unfold; expand thinking by circling other interesting ideas and inviting comments; write questions about a participant comment; add his/her own reflections or ideas; or connect two interesting ideas/comments together with a line and add a question mark.

Weather information gap

Teacher provides students with different weather maps from the target country/countries. The maps may represent different times of year or different countries. Students interview each other to find out what the weather is like in each other's country. Students record their findings. Teacher models the exchange and asks students to model at least one exchange prior to allowing students to work alone in pairs.

Tourist activities information gap

Teacher provides students with different travel brochures or allows time for students to review websites from various ecotourism destinations. Students then interview several classmates to find out what types of activities are common in each other's areas.

Email exchange/Skype

Connect with a target culture classroom. See "survey" under presentational for survey question ideas.

- a) To find a target culture school, go to www.thinkquest.org or www.epals.com. Both sites allow you to search for classrooms by location or project. Ask students from that class to complete an ecotourism survey. Scaffold questions by starting with ones that elicit yes/no, either/or and short responses. Use the information to compare and contrast responses from the two cultures.
- b) [Skype](#) is a software application that allows users to video conference or make telephone calls over the Internet. You can video conference with a classroom from e-pals, a classroom in a target language country or one from your district or a neighboring district asking the same questions from the survey.

Debate

Students investigate the controversy over ecotourism and green washing and debate both sides by using Wikipedia in the target language and other target language online resources.

Share information gained from interpretive tasks

Students compare ecotourism in various locations by sharing information gained from reading different texts/websites or viewing video clips. Each student chooses the five most important words from the text read and shares them with a partner. They explain to each other why they selected those words.

Suggested presentational activities**Packing list**

Students make a packing list and next to each item justify why they need this item. Reasons should be based on the weather and ecotourism activities (e.g., I need hiking shoes because I want to take a walk on a nature trail.)

Survey

Use www.doodle.com to create a survey, post results on a poster or a wiki or present results orally. Before creating the survey, do a TWPS activity. Think – What would you like to know about? Write - write down some questions. Pair- share with a partner your thoughts and add to your questions. Share – Using an LCD projector, put a blank word document on the screen. Have students share their ideas with you and type them into the document as you go along. Create one class survey with the teacher facilitating the process. Ideas for survey questions:

- Do you know what ecotourism is?
- What do you think are the differences between traditional tourism and ecotourism?
- What kind of activities do you think can be done on an ecotourism vacation? Why?
- What kind of activities do you think cannot be done on an ecotourism vacation? Why not?
- What kind of clothes/things do you think you need to pack for an ecotourism vacation? Why?
- What kind of clothes/things do you think you don't need to pack for an ecotourism vacation? Why not?
- What age group do you think would be interested in an ecotourism vacation? Why?
- Would you be interested in an ecotourism vacation? Why/why not?

Use this survey for the email exchange or Skype interview.

Role Plays

In order to maximize language production during a role play, brainstorm as a class, words, phrases, questions and statements you might hear during the role play. Then, partner up students to complete role play.

Students are given situations related to ecotourism:

- You and your family are considering making your next vacation an ecotourism vacation. Your family knows very little about ecotourism, but wants to get more information before making a final decision. Find out as much as you can about ecotourism.

- Convince your parents that the next family vacation should be to an ecotourism destination. Include when the vacation should be based on the weather, mention tourist activities everyone would enjoy doing and tell why it's good for the environment.
- You are a summer intern at a travel agency. You have been assigned to ecotourism. Pick a destination, research the location, community and culture so that you may share that information with prospective clients.
- You and your family have decided to take an ecotourism vacation. Talk to a travel agent and plan your family's vacation.
- Your sister has over packed for the ecotourism vacation. Help her downsize by asking her why she needs specific items and have her justify why she needs them. Then, determine if it's appropriate for an ecotourism vacation.